

Rutgers, The State University of New Jersey

015:253:520:80 PRINCIPLES OF SECOND / FOREIGN LANGUAGE ACQUISITION

Fall 2014

THURSDAYS, 4.50 – 7.30 PM

**GSE, NEW BRUNSWICK CAMPUS AND BARTLE ELEMENTARY SCHOOL,
HIGHLAND PARK**

Instructor: Christelle Palpacuer Lee	Email: christelle.palpacuer-lee@gse.rutgers.edu
Phone Number :848-932-7496	Location GSE, Room #221 (second floor)
Office Hours: By appointment (usually Thursdays 1-4pm).	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other OFF CAMPUS	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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Course Description

Learning goals:

This course is a survey course on the various theories related to the acquisition of second and foreign languages. It also provides opportunities to apply this theoretical knowledge. At the end of this course you will be able to:

- 1) Demonstrate an understanding of the fundamental principles that underlie second/foreign language learning;
- 2) Apply this knowledge to language teaching and policy decisions;
- 3) Develop instructional strategies to teach a second language;
- 4) Hone knowledge, skills, and dispositions to help L2 learners increase their language proficiency, content-area and cultural knowledge, and to become fully participating members of their classrooms and schools.

5) Interpret and construct inquiries into language learning and teaching.

New Jersey Professional Standards for Teachers (2014)¹:

The course meets the following New Jersey Professional Teaching Standards:

- 1) Standard One: Subject Matter Knowledge;
- 2) Standard Two: Human Growth and Development
- 3) Standard Three: Diverse Learners
- 4) Standard Four: Instructional Planning and Strategies
- 5) Standard Six: Learning Environment
- 6) Standard Eight: Communication
- 7) Standard Nine: Collaboration and Partnerships

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Council for the Accreditation of Education Professionals CAEP (2013)²:

• **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

→ *The teacher candidates will read about language acquisition across ages and contexts and investigate how and why there is much variation among learners.*

• **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

→ *The teacher candidates will read about and discuss individual differences among language learners.*

• **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

→ *The teacher candidates will create learning environments for our community partners in Highland Park and discuss how interaction and engagement can lead to learning in community settings.*

• **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

→ *The course is an introduction to the theoretical tenets in the field. The teacher candidates will learn about the field of applied linguistics and second language acquisition, and understands the main theoretical debates currently discussed, as well as the impact of such theories on instruction.*

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

• **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

→ *The teacher candidates will be able to test and implement their theoretical understanding when they teach our community partners in Highland Park.*

* **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

→ *The teacher candidates will work collaboratively to design lesson plans for our community partners, following a community engagement model for second language acquisition.*

• **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

→ *The teacher candidates will be able to design, test and discuss instructional strategies for diverse ESL learners when in Highland Park.*

• **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

→ *The teacher candidates will reflect on their learning trajectories and how they inform their teaching practices. Journal writing will be an ongoing activity in this class to demonstrate ongoing reflection.*

ACTFL (American Association for Teachers of Foreign Languages) and NCATE Professional Standards

Standard 3a. Understanding language acquisition and creating a supportive classroom.

Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation and meaningful interaction.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Language Acquisition Theory	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the	Candidates exhibit and understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide varieties of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and

	use of instructional strategies.	developmental levels, in designing teaching strategies that facilitate language acquisition.	implementation of instructional strategies that reflect language acquisition theories.
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The following activities will provide evidence and opportunities to meet the objectives of Standard 3:

- a. Exams / Tests: your performance will demonstrate your understanding of language acquisition theories and the relationship between theory and practice,
- b. Critical Annotated Bibliography: Your synthesis of professional journal articles that address current research and/or teaching practices, will demonstrate your capacity to investigate theoretical issues, and to reflect on the information learned and implications for your practice.
- c. Lesson Plan: You reflections on lesson plans will illustrate your understanding of teaching practices based on language acquisition theories.
- d. Classroom observation: You reflections on classroom observation and/or case study reports will demonstrate your understanding of connections between theory and practice.

Standard 6a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Standard 6b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Life-long commitment to professional growth	Candidates articulate the need for ongoing professional development	Candidates identify immediate professional development needs	Candidates outline a process for identifying ongoing professional development needs and the potential providers to meet these needs.
Reflection as a critical tool for growth	Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others' questions to frame reflection.	Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning.	Candidates systematically engage in a reflective process for analyzing student work and planning future instruction. They identify possibilities of classroom-based research to inform

			practice.
Development of a rationale for foreign language learning	Candidates realize the importance of developing a rationale that supports foreign language learning.	Candidates develop a rationale that includes key benefits of foreign language learning.	Candidates develop and articulate a rationale for foreign language learning that includes cognitive, academic, and affective benefits to students and society
Accessing and employing data to support foreign language learning	Candidates identify the main data sources (print and online) for accessing foreign language specific data.	Candidates choose appropriate data sources to develop products in support of foreign language learning for designated audiences.	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for foreign language learning for diverse audiences.

The following activities will provide evidence and opportunities to meet the objectives of Standard 6:

- a. Statement of Teaching Philosophy: your statement will demonstrate your understanding of the field of SLA but also demonstrate your positioning in and advocacy for foreign language learning and education.
- b. Webliography: the co-construction of a shared list of references will demonstrate your capacity to locate and analyze language specific data sources.
- c. Journal reflections: Regular reflections in your Journal will keep you engaged in reflective practice and in constantly articulating research, practice, and personal experience.

Course catalog description:

This course is designed to offer an introduction to second language acquisition (SLA) theories and research that inform our understanding of how second/foreign languages are learned by children and adults. Through readings, discussions, and activities, we will critically examine the language acquisition processes from learners' and language instructors' perspectives and analyze the socio-cultural, psychological, and instructional factors that can affect the language learning process.

The course is designed to promote knowledge construction gained through exposure to scholarship in the field of SLA, while making connections to our own personal language learning experiences and the language learning experiences of members of our local community. This course will include a **service learning component** in which we will offer adult English as a Second Language (ESL) instruction with the goal of seeing theory in action. We will discuss how the New Jersey Core Curriculum Content Standards, ACTFL Standards, WIDA and TESOL Standards reflect second language acquisition theory and research. We will focus on developing graduate-level academic writing and presentational skills. Throughout the course, participants will be given many opportunities to reflect upon and develop their personal theory of second language acquisition, which they will use as a foundation for their practice as they teach ESL and world languages to foster the success of *all* their students.

[COURSE DESCRIPTIONS CAN BE FOUND HERE:
http://catalogs.rutgers.edu/generated/gse_current/pg195.html]

Required texts:

- Gass, S. (2013). *Second Language Acquisition: An Introductory Course*. New York: Routledge (4th edition). ISBN-10: 0415894956
- Atkinson, D. (Ed.). (2011). *Alternative Approaches to Second Language Acquisition*. New York: Routledge. ISBN13: 978 0 415 54925 7

Standards documents (required according to your future teaching plans)

- [NJ Core Curriculum Content Standards](#) (If you are from another state, please review the appropriate standards.) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [ESL Standards for Pre-K-12 Students](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [PreK-12 English Language Proficiency Standards](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [WIDA Standards](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [Standards for Foreign Language Learning: Preparing for the 21st Century](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)

Recommended texts

- Johnson, M. (2004). *A philosophy of second language acquisition*. New Haven, CT: Yale University Press.
- Lightbown, P. & Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education (Hachette UK). ISBN: 978 0 340 905 593
- Perrin, R. (2007). *Pocket guide to APA style: Second edition*. NY: Houghton Mifflin.
- Swain, M., Kinnear, P. & Steinman, L. (2011). *Sociocultural Theory in Second Language Education: An Introduction through Narratives*. Tonawanda, NY: Multilingual Matters.

Articles

Additional readings will be available through Rutgers Library eReserves.

- Marinova-Todd, S., Marshall, D. & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34, 9-34.
- Marinova-Todd, S., Marshall, D. & Snow, C. (2001). Missing the point: A response to Hyltenstam & Abrahamson. *TESOL Quarterly*, 35, 171-176.
- Hyltenstam, K. & Abrahamson, N. (2001). Age and L2 learning: the hazards of matching practical ‘implications’ with theoretical ‘facts’: comments on Marinova-Todd et. al. *TESOL Quarterly*, 35, pp. 151-170.
- Larsen-Freeman (2007). Reflecting on the Cognitive-Social Debate in Second Language Acquisition. *Modern Language Journal*, 91, Focus Issue.
- Firth and Wagner (1997). On Discourse, Communication and (some) Fundamental Concepts in SLA. *Modern Language Journal*, 81, pp.285-300.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford: Oxford University Press.
- Pavlenko, A. & Lantolf, J. P. (2000). Second language learning as participation and the (re)construction of selves. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 155-179). Oxford: Oxford University Press.
- Kinginger, C. (2004). Alice doesn’t live here anymore: Foreign language learning and identity reconstruction. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts*, (pp. 219-242). Clevedon, UK: Multilingual Matters.
- Curran, Mary. (2012). Using Sociocultural Theory to Explain Successful U.S. Bilingualism: The Case of El Gringo.
- Hawkins, Margaret R. (2004). Researching English Language and Literacy Development in Schools, *Educational Researcher*, Apr. 2004; vol. 33: pp. 14-25.

Grading policy:

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Evaluation of Written Work:

Rubrics for each assignment will be distributed in class and/or posted on Sakai two weeks prior to each assignment due date. The following is generally expected from your written work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?

- Clarity and organization of writing.

- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of the course and other courses you are or have taken should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>). Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.
- **On lateness – If you need an extension of time on an assignment please contact me before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.**

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site: <https://sakai.rutgers.edu/portal> A specific sakai page on this portal will be dedicated to this course.

Course Requirements

Attendance Policy - If you must miss a class please make sure that you talk to a fellow student who can help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - 1/2 grade, 3 classes - 1 full grade, 4 classes - failing grade.

Summary of Requirements

1. You will write a **Second/Foreign Language Learning and Teaching Memoir**. This memoir will consist of: 6 reflection notes following class discussions and 1 oral presentation of a

published language learning memoir about/in the language you wish to teach. (25% of final grade).

2. You will participate in an **English language learning service-learning project** at Bartle Elementary School (435 Mansfield Street, Highland Park, 08904). For this project, you will (1) provide English language tutoring and childcare for community participants. (2) You will create 6 lesson plans for the tutoring, and use your experience in this project to complete your memoir. (Both assignments account for 20% of the final grade)
3. You will turn in four **Assignments** generated in response to the reading and to the contents of the course. The completion of these assignments may require additional reading. Your participation includes timely postings of responses, answering the questions thoroughly, and discussing your answers with your peers. These Assignments include the production of various academic texts, including a personal narrative, a summary, a position paper, and data analysis. (25% of final grade).
4. You will write a **Final Paper** in which you offer a contrastive analysis of a piece of data from two different theoretical lenses. You will go back to your narrative of L2 language learning and analyze it using two different approaches to Second/Foreign language acquisition you have learnt about in this course. After your analysis, you will explain which approach you favor and why, and how this approach relates to your philosophy of teaching a second/foreign language. (20% of final grade)
5. You are asked to **participate actively in class**. This includes coming to class on time, having prepared for class by having read that day's assigned readings and written the assignments, sharing your responses to the course content, and listening respectfully to the comments of your classmates. In-class or homework assignments may be given, and you will have responsibilities related to the activities planned with language learners in our local community. You will be expected to actively participate in class activities. (10% of final grade).

Course Schedule by Week

Week	Assignments & Readings
1 Sept. 4	<p>Introduction to course and to each other The Study of Second and Foreign Language Acquisition: Overview</p> <p><i>Readings: Ortega, Introduction pp. 1-10; Firth & Wagner (1997; 2007) Larsen-Freeman (2007) and Swain et. al. (2011) pp. 3-6.</i></p> <p><i>In class debate. Be prepared to answer the following questions: After reading the Firth and Wagner and Larsen-Freeman articles, respond to the following questions: (1) What are the main arguments of the debate? (2) What is your position in this debate? (3) How can these arguments help you frame your own philosophy of language teaching and learning?</i></p>

	<i>In class activity.</i> Memoir 1: writing your language learning memoir.
Assignment for Sept. 10	Memoir 1: Post an introduction to yourself on-line in Assignments in response to this prompt, "Read Mona's story of L2 learning (Swain et. al., 2011, pp. 3-6). Using her example, and using the 6 words technique, write your own story of L2 learning." Postings are due by September, 11 at midnight.
2 Sept. 11	Cognitivism 1 – Introduction -- Interlanguage and Interaction <i>Readings: Ortega, Ch. 6 and 4.</i> <i>Online activity: Forum.</i> Answer questions about the reading. Postings are due by Sept 13. Learning Memoirs – Sharing and commenting on each other's learning memoirs.
Assignment for Sept. 17	Assignment 1: Select one case study about interlanguage in the suggested readings from Ortega p. 143-144. Read the case study you selected and write a summary that highlights the important stages in the learners' interlanguage. Postings are due in Assignment by September 18 at midnight.
3 Sept, 18	Cognitivism 2 – The debate about age and language acquisition <i>Readings: Atkinson, Introduction, pp. 1-23 + Ortega, ch. 2 Age, pp. 12-29; Marinova-Todd et. al. (2000; 2001); Hyltenstam & Abrahamson (2001).</i> Learning memoirs – ESL adult learners <i>Readings: Autobiography and Learner Diversity (Benson, 2005); Nicholas, Rossiter & Abbott (2011).</i> <i>In class activity:</i> How can we use autobiography and storytelling when we will be teaching adult ESL?
Assignment for Sept, 24	Assignment 2: You will write a position paper on the relationship between age and second language acquisition. Does the Marinova-Todd, et. al. article change your ideas about the relationship between age and language learning? Please explain why or why not. Use your own experience as a language learner to justify your responses. Postings are due in Assignment by September, 25 at midnight.
4 Sept. 25	Cognitivism 3 – Factors that influence language learning: Aptitude, Affect and Motivation <i>Readings: Ortega, Ch. 7, 8, and 9.</i> <i>In class activity: write a section of your own language learning biography, reflecting on the role of motivation in your L2 learning experience. You can use the 6 words technique. Submit to Assignments in Sakai under Memoir 2.</i> Service Learning – Introducing ourselves and getting to know our community partners <i>Readings: Schwarzer (2009); Larsen-Freeman (2011, Ch.7); Larrotta (2011).</i> <i>In class activity: prepare a lesson plan (Getting to know each other) for next week.</i>

Assignment for Oct, 1	<p>Assignment 3: Write a position paper that answers the following question: in light of the readings these past three weeks, what are the most important factors that influence language learning? How would they impact your teaching practice? Cite at least three factors, and justify your answers using the readings as well as your own experience. Postings are due in Assignment by October, 2 at midnight.</p> <p>Upload your Memoir 2 by Oct. 2 at midnight.</p>
5 October, 2 ** Bartle Elementary in Highland Park	<p>Service Learning – Teaching ESL to adult learners <i>Readings: Soga (2008); Lightbown & Spada, ch.6</i> Discussion: “Given the information you’ve read in Lightbown and Spada, how will you choose to manage your language classroom and the learning opportunities you design? What criteria will guide your classroom decision-making processes?”</p> <p>Teaching Memoir – Reflecting on your teaching experience <i>Readings: Kaplan (pp. 175-184).</i></p>
Assignment for October, 9	<p>Post your memoir notes to Sakai by October, 23. ActivityPlan 1: Create an activity for your community partner. Post to Sakai by October 98at midnight.</p>
6 October, 9 ** Bartle Elementary in Highland Park	<p>Service Learning – Teaching ESL to adult learners <i>Readings: Auerbach (1989)</i></p> <p>Teaching Memoir – Reflecting on your teaching experience</p>
Assignment for October, 16	<p>Post your memoir notes to Sakai by October, 23. Activity Plan 2: Create an activity for your community partner. Post to Sakai by October 16 at midnight.</p>
7 October, 16 ** Bartle Elementary in Highland Park	<p>Service Learning – Teaching ESL to adult learners <i>Readings: Mangual-Figueroa (2011); Dooley (2009)</i></p> <p>Teaching Memoir – Reflecting on your teaching experience</p>
Assignment for October, 23	<p>Memoir 3: Post your 3 memoir notes to Sakai by October, 23.</p>
8 October, 23	<p>Sociocultural Theory (SCT) – Introduction -- Mediation and ZPD -- Linguaging</p> <p><i>Readings: Lantolf in Atkinson, ch.1, pp. 24-47; Ortega, pp. 216-225; Swain, pp. 1-32 & pp. 33-50.</i> <i>In class activity:</i> After reading the two chapters by Swain, respond to the following questions: (1) How was your own L2 learning experience mediated? Write a section to language learning biography that answers this question (2) As a teacher, how far would you go when it comes to sharing the responsibility and the floor with students? Label your answers to these questions “NAME_Memoir4” and upload to Sakai.</p>

Assignment for Oct, 29	<p>Memoir 4 by October, 30.</p> <p>Assignment 4: Read the narrative in Swain (2001) pp. 142-145. Analyze this narrative using the conceptual tools of sociocultural theory. Write a data analysis report. How would your analysis differ if you wrote from a cognitivist perspective? Add a concluding paragraph to your report to answer this question. Upload to Assignments by October 30 at midnight.</p>
<p>9 October, 30</p> <p>Conference Room GSE</p>	<p>Identity – Introduction -- Case Studies</p> <p><i>Readings: Norton & McKinney in Atkinson, Ch. 3, pp. 73-94; Norton (2000); Pavlenko & Lantolf (2000); Kinginger (2004)</i></p> <p><i>In class activity:</i> How does your own autobiography as a learner contribute to your beliefs and practices as a learner and a teacher? Memoir 5</p>
Assignment for Nov, 5	<p>Memoir 5: How does your own autobiography as a learner contribute to your beliefs and practices as a learner and a teacher?</p> <p>Assignment 5: Analyze the narrative from Swain (2011) pp. 142-145 using the lens of identity theory. Give specific examples and quotes from the text and from your reading. Write a data analysis report. How does this analysis differ from other approaches? Add a concluding paragraph to your report to answer this question. Upload to Assignments by November 6 at midnight.</p>
<p>10 November, 6</p>	<p>Language socialization – Introduction -- Case studies</p> <p><i>Readings: Duff and Talmy in Atkinson, Ch. 4; Duff (1995); Curran (2012); Hawkins (2004); Palpacuer (2012).</i></p> <p>Service Learning – Teaching ESL to adult learners</p> <p>Create a lesson plan for our community partners and upload to Sakai.</p>
Assignment for Nov. 12	<p>Upload your lesson plan 3 by Nov. 13</p> <p>Assignment 6: Analyze the data from Palpacuer (2012) from a language socialization perspective. Write a report of your analysis. Justify your choices using this week's readings as well as examples from the data. Upload to Assignments by November 13 at midnight.</p>
<p>11 November, 13**</p> <p>Bartle Elementary in Highland Park</p>	<p>Service Learning – Teaching ESL to adult learners</p> <p><i>Readings: Pavlenko (2001); Kramsch (2004)</i></p> <p>Memoir 6 – Present <u>orally</u> a language learning memoir you have selected and read. The written version of your presentation should be handed in to your professor at the beginning of class.</p> <p>Teaching Memoir – Reflecting on your teaching experience</p>
Assignment for Nov. 20	<p>Post your Memoir 6 text/presentation to Sakai by November 26.</p> <p>Activity plan 4: Create an activity for your community partner. Post to Sakai by November 20 at midnight.</p>
12	

November, 20** Bartle Elementary in Highland Park	
13 November 26	NO CLASS -- THNAKSGIVING
14 Dec 4	<p>Conversation analysis</p> <p>Reading: Kasper and Wagner in Atkinson, Ch. 5; Björk-Willén (2008); Brouwer (2003); Forrester (2008); Mori & Hasegawa (2009)</p> <p><i>Online activity: Forum.</i> Analysis of a conversation analysis article. In a group, prepare a presentation of a conversation analysis article (choose from readings or from the bibliography). Introduce the study and the findings. Then, explain how conversation analysis sheds light on second or foreign language acquisition. Write a data analysis report. Postings are due by November, 27.</p> <p>Online activity: Prepare a lesson plan for our community partners. Post to Sakai by Dec. 4</p> <p>Final paper workshop and discussion: "Go back to the narrative (story) of L2 language learning you wrote on the first week of class. Analyze it again, using two contrastive approaches you have learned about in this course."</p>
15 December, 11** Bartle Elementary in Highland Park	<p>Service Learning – Teaching ESL to adult learners</p> <p>Final paper workshop and discussion</p> <p>Teaching Memoir – Reflecting on your teaching experience</p>
Assignment for Dec. 11	Post your lesson plan 6 for next week
Assignment for Dec, 15	Final papers (contrastive analysis) due Dec. 15 at midnight on Sakai.